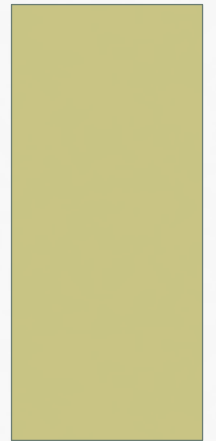


MARCH INSTITUTE

MARCH 6, 2017
GREENSBORO NC



TIPS FOR 2017 MARCH INSTITUTE

- Please review the agenda in your packet.
- Check your name tag for your color dot!
- Follow your color group schedule to your assigned rooms for IEP Module development.
- Lunch today and tomorrow: in this room.
- Lunch Wednesday: hallway (pool side).
- Refreshment Breaks: AM and PM; Imperial Prefunction Area
- CEU Certificate: Generated when you complete the evaluation on Wednesday; link will be sent to you !
- ENJOY!!!!

DYSLEXIA

- Legislation
 - Create Screening process
 - Defining
- We need to be talking about
 - MTSS
 - SIP – Math and Reading Foundations
 - *32 Reading Research to Classroom Practice* instructors

We need to talk about the Dyslexia with our Representatives – let them know what is already in place

Questions - lynne.loeser@dpi.nc.gov

MEDICAID

- Report legislated in the short session is back from DMA
- Free Care Letter – from Center for Medicaid and Medicare Services
 - Can now bill for things we have done for free in the schools - evaluations
- Some Expansion provided in the study – but not enough
- Working on a strategy with both the legislature and DMA to increase the number and types of services that can be billed for
- Will need to have a second cost report – may need to do something with MAC

MEDICAID CONTINUED

- What they agreed to – nursing services, counseling, psychological evaluation services, vision and hearing screening services, Hearing evaluation
- What they didn't agree to – Personal care assistants, transportation, case management, vision evaluations and tele-therapies

FREE CARE MEETING

- Monday March 20th – tentative date
- All Medicaid Providers
 - Fee For Service
 - MAC
 - Cost Reporting
- Trying to gain support from all providers to help us work with DMA
 - Add new services
 - Help develop new process for Cost Reporting and perhaps MAC
 - Develop a plan that offers Charter School s the ability to bill for Fee for Service

SCHOOL MENTAL HEALTH INITIATIVE

- Presented a policy to the State Board in February
 - Continuum of Services
 - Sustainability
 - Engage Stakeholders`
- Some pushback – concerns are that it will have hidden cost
 - New staff
 - Mandating requirements
- There is a rewrite of the policy – the intent was never to dictate to but to offer guidance
- Will Combine with Medicaid work in the legislature
- Will not vote on the policy in March but will in April

IMPLEMENTING REGULATIONS TO “PROMOTE EQUITY IN IDEA” (DETERMINATION OF SIGNIFICANT DISPROPORTIONALITY)

- States must use risk ratio calculations to determine significant disproportionality (identification, placement, and discipline)
- States must set reasonable risk ratio thresholds, cell sizes, and “n” sizes
- Allows states flexibility to determine if an LEA has made reasonable progress in lowering its risk ratio
- The above standards must be based on advice from stakeholders, including the State Advisory Panel
- Allows states to use 3 consecutive years when making determinations

DETERMINATION OF SIGNIFICANT DISPROPORTIONALITY

- States must include children with disabilities, ages 3-5, in the determination processes for identification and disciplinary removals
- States must analyze suspension/expulsion data to make determinations in 5 areas: > 10 day out-of-school; < 10 day out-of-school; > 10-day in-school; < 10 day in-school; & total suspensions/expulsions of students with disabilities.
- Expands student populations that may receive comprehensive CEIS with required 15% of IDEA funds to include: students ages 3 through grade 12 and students with and without disabilities.

DETERMINATION OF SIGNIFICANT DISPROPORTIONALITY

- In implementing comprehensive coordinated early intervening services an LEA must –
- identify and address the factors contributing to the significant disproportionality
- address a policy, practice, or procedure it identifies as contributing to the significant disproportionality
- report publicly any changes to policy, practice or procedure

DETERMINATION OF SIGNIFICANT DISPROPORTIONALITY

- Published in Federal Register – December 19, 2016
 - <https://www.federalregister.gov>
 - **Docket ID ED-2015-OSERS-0132**
- Became effective – January 18, 2017
- States must comply by July 1, 2018 to implement during the 2018-19 school year
- States must include 3-5 year olds July 1, 2020

Implementing Regulations to “Promote Equity in IDEA” (Determination of Significant Disproportionality)

- Published in Federal Register – December 19, 2016
<https://www.federalregister.gov>
Docket ID ED-2015-OSERS-0132
- Became effective – January 18, 2017
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PROCESS TO SET UP PD NOT ON LEA SELF ASSESSMENT

- There are nearly 300 LEAs and Charters
- We don't have the people to do everything in the way we used to do
- We need a process – not just conversations
- We will work through DAC to try to make the process work as well as it can

TYPE OF SUPPORT

Comprehensive Professional Learning

- Requires changes in dispositions, knowledge, skills, and behaviors
- Requires behavioral rehearsal: job embedded modeling, practice, feedback
- Includes presentation of theory, models of best practice, individual, and group coaching

Technical Assistance

- Requires efficient exchange of information
- Provide information that will benefit LEAs in a time-limited (e.g., one day or less) and goal focused interaction.
- Includes presentations, phone calls, meetings, and information or products, such as newsletters, guidebooks, research syntheses.

CAPACITY

- Do we already have content developed that can be tailored or used as the basis for customization?
- Is this content that must be developed from scratch?

CAPACITY

- What is our capacity to develop and provide professional learning with the follow-up support that is required to result in transfer of knowledge, skills, behaviors?
- What is the LEAs capacity to consume professional learning in a way that is required to transfer knowledge, skills, and behaviors?

FISCAL REPORT

- Being done by the Friday Institute
- Has identified a method of cost per service as likely model to replace a singular headcount allotment
- Average cost of the most involved students is \$20,000 – we receive \$approximately \$10,000
- Thinking the legislature may do away with the cap
- Children with Special Needs: our request is \$166 million recurring – that will get us to 1/2 way to what is owed – 1.9x headcount vs. 2.3x headcount – not expecting that but looks like we may get some help

FISCAL CONTINUED

- Also asking to look long-term for the cost for service model and the legislature is willing to look at this
- Looking to regionalize support for small LEAs, Charters for related services and low incident populations

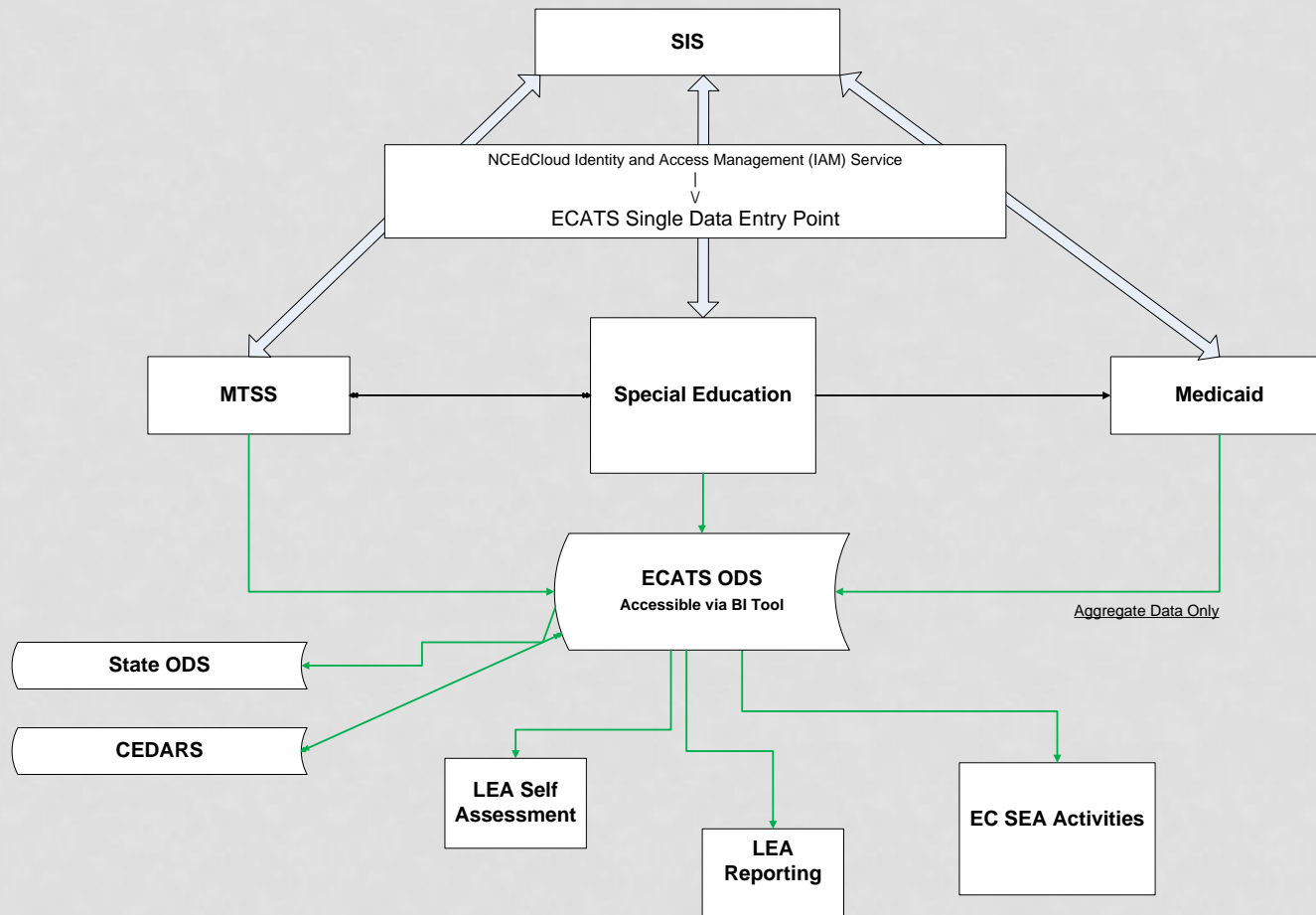
ESSA

- We are over the 1% allotted to the Extend 1
- Need to identify the LEAs/Charters who are over and work to reduce numbers
- New definition should help
- Alternate Diploma
 - Determined not offer one for 3 years
 - Focus on enhancing the academic rigor for Extend1
 - Work on an assessment instrument that will provide benchmark information to support teachers in developing better planning regarding standards and rigor

ESSA

- Very uncertain as to what is going to happen next
 - Congress is trying restrict implementation
 - House has passed a bill – the Senate has not (federal)
 - Senate would have to pass it and the President sign it
- The law is in place and will have to have regulations
- New Secretary has told us to finish out plan
- Will not submit until September

ECATS DATA FLOW



ECATS

- Contract signed on 2/2/17
- Vendor is Public Consulting Group
- Initial plan is to rollout in January 2018
- New paperwork to be integrated into the new system
- Using LEAs/Charters to help us work out the kinks in the fall of 2017
- All districts have to use the EC module but can use other vendors for the MTSS and Medicaid
- Worse case scenario the system will rollout in August of 2018